

# ***2005-2006 No Child Left Behind - Blue Ribbon Schools Program***

## ***U.S. Department of Education***

**Cover Sheet** Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal Ms. Mary Ann Meadows  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Struthers High School  
(As it should appear in the official records)

School Mailing Address 111 Euclid Avenue  
(If address is P.O. Box, also include street address)

Struthers Ohio 44471-1792  
City State Zip Code+4 (9 digits total)

County Mahoning State School Code Number\* 036301

Telephone ( 330) 750-1062 Fax ( 330) 755-4525

Website/URL www.struthers.k12.oh.us E-mail stru\_mam@access-k12.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date\_\_\_\_\_

Name of Superintendent\* Dr. Sandra DiBacco  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Struthers City School District Tel. ( 330) 750 – 1061

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date\_\_\_\_\_

Name of School Board President/Chairperson Mr. David Barone  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date\_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       1   Elementary schools  
      1   Middle schools  
    \_\_\_\_\_ Junior high schools  
      1   High schools  
    \_\_\_\_\_ Other
- 3   TOTAL
2. District Per Pupil Expenditure:      \$5179.00
- Average State Per Pupil Expenditure:      \$5019.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4.   7   Number of years the principal has been in her/his position at this school.
- \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	110	96	206
2				10	90	78	168
3				11	56	65	121
4				12	61	71	132
5				Other	22	20	42
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							669

*[Throughout the document, round numbers to avoid decimals.]*

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>92</u>   | % White                          |
| <u>5</u>    | % Black or African American      |
| <u>2</u>    | % Hispanic or Latino             |
| <u>0</u>    | % Asian/Pacific Islander         |
| <u>1</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 6%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	40
<b>(4)</b>	Total number of students in the school as of October 1	659
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.06
<b>(6)</b>	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_  
 Specify languages: \_\_\_\_\_

9. Students eligible for free/reduced-priced meals: 50%  
 Total number students who qualify: 334

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13 %  
84 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>3</u> Deafness	<u>4</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>24</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>3</u>	<u>    </u>
Classroom teachers	<u>29</u>	<u>4</u>
Special resource teachers/specialists	<u>5</u>	<u>    </u>
Paraprofessionals	<u>3</u>	<u>    </u>
Support staff	<u>2</u>	<u>    </u>
Total number	<u>42</u>	<u>    </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95 %	94 %	96 %	97 %	95 %
Daily teacher attendance	95 %	94 %	94 %	94 %	94 %
Teacher turnover rate	0 %	1 %	1 %	2 %	0 %
Student dropout rate (middle/high)	4%	4%	5 %	9 %	14 %
Student drop-off rate (high school)	4%	2%	2 %	5 %	10 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	154
Enrolled in a 4-year college or university	57 %
Enrolled in a community college	6 %
Enrolled in vocational training	16 %
Found employment	9 %
Military service	3 %
Other (travel, staying home, etc.)	8 %
Unknown	1 %
<b>Total</b>	100 %

## PART III - SUMMARY

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Struthers High School is located in the city of Struthers, Ohio. Struthers is a small city in the northeastern part of Ohio, located approximately 6 miles from the Pennsylvania border. Once a booming steel town, the population of the city has been steadily declining since the early 1980's (due to the closing of steel mills) and is approximately 12,500. The residents are primarily blue-collar, lower-middle class, hard-working people, who have struggled to recover from the loss of employment opportunities that began in the early 1980's with the demise of the steel industry. The school district is the second largest employer within the city, the largest being an aluminum fabrication plant located in the downtown area. The sense of "being at home" is reflected in the fact that many of the present day Struthers High School students are 4<sup>th</sup> and 5<sup>th</sup> generation pupils, their families opting to remain in the city to live and raise their families. This attitude is reflected in the schools and the community, and the community expects and supports the quality education that the school district provides.

The mission of the Struthers City School District is "To create a positive environment where all learners can participate in challenging opportunities that will foster success in life management, career, and community involvement." We believe that education requires a partnership between the school and community, and that all students have a right to a safe, caring, and nurturing environment. We believe that success breeds success and that high expectations will increase the potential for achievement. We provide students with an atmosphere where their individual strengths and talents will grow and where diversity is valued. The district uses a variety of teaching tools to help implement the mission and goals, including various technological tools. It is through the combined effort of the outstanding teaching staff, support staff, parents, administration and the community that our mission and goals meets the needs of our students.

Struthers High School offers a wide range of educational programs through diverse curricula that maintain the high expectations for all students. The population of the school is approximately 669 students, and, taking into account student attendance at the career center and other educational placements, the daily population within the actual school is approximately 600. The high school is housed in a relatively new building, and opened in January 2003. Whereas approximately 64% of the students attend college after graduation, the current curricula addresses the needs of all students. Aligned with the Ohio Academic Standards, the curricula provides an

honors program as well as regular offerings in the core curriculum areas of science, language arts, social studies, math, and foreign language as well as fine and performing arts. Our physical education department offers not only traditional PE and health, but also strength and conditioning classes and health and wellness classes. The later two classes are held in our wellness center which is located directly behind the high school and opened in the spring of 2004. Students interested in technical/vocational studies may attend the Mahoning County Career and Technical Center which is operated in conjunction with twelve other school districts.

Struthers High School is very proud of our employees. With their ongoing dedication to the education of students, the high school has been named a “School of Promise” by the State Superintendent for four consecutive years, and has progressed from a school in “continuous improvement” to excellent (according to the State of Ohio’s School Report card) in 6 years. For the past two school years, Struthers High School has been deemed an “excellent” school by the State Superintendent.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Meaning of our School’s Assessment**

In March of 2004, sophomores at Struthers High School took the Ohio Graduation Tests (OGT) in reading, and math. In March of 2005, sophomores at Struthers High School took the Ohio Graduation Tests (OGT) in reading, math, science, writing, and social studies. The OGT measures whether Struthers students are meeting Ohio’s academic requirements for graduation. In addition, specific portions of the Ohio Proficiency Test was given to students in the eleventh and twelfth grades who had not passed the respective part. Prior to the implementation of the OGT, all students were required to pass all five portions of the Ohio Proficiency Test in order to receive a high school diploma, and beginning with the graduation class of 2007, all students must pass all five parts of the OGT.

In March of 2004, 165 sophomores took the reading and math portions of the OGT. With respect to the reading portion of the test, 86% of the students tested scored at proficient or above. With respect to the math portion of the test, 89% of the students that were tested, scored proficient or above.

The results were similar for students who took the test in March of 2005. These students were required to take all five portions of the test. Of the 123 students who took the reading portion, 98% scored proficient or above. With respect to the math portion of the test, 89% of the students scored proficient or above. On the writing portion of the test, 89% scored proficient or above. On the science portion of the test, 81% scored proficient or above. On the social studies test, 89% scored proficient or above, and overall, 79% of the students passed all five portions of the OGT at proficient or above.

More information on these state tests can be found at:

<http://www.ode.state.oh.us/proficiency/OGT/default.asp>

### **2. Applying Assessment Data to Improve Student and School Performance**

Struthers High School is a data-driven decision making school. The data from the results of the state tests are analyzed and used to make adjustments to instructional strategies used by classroom teachers in alignment with the Ohio Academic Content Standards and Benchmarks. Specific areas of weaknesses, as indicated by the data analysis, provide a basis for which curriculum adjustments may be needed and intervention provided to students. Disaggregated data are provided to the staff wherein they participate in

detailed item analysis of the data, the results of which are then used to determine what interventions and instructional strategies are needed to improve student performance and insure their success.

Structure and results of the state assessments have also resulted in modification and structure of teachers' lesson plans and classroom assessments. Teachers utilize a "unit plan" model in developing lessons, where daily lessons are a part of the larger benchmark and content standard. Teacher assessments model the OGT in that they include short answer and extended response as well as objective portions, all encompassed within a rubric. Professional development is provided for staff using assessment as a foundation. Staff have received professional development in differentiation, authentic assessment, writing across the curriculum, developing and using rubrics, developing units and lessons using backward design, and using technology to enhance learning.

### **3. Communicating Student Performance**

Struthers High School communicates student performance in a variety of ways. Traditional report/grade cards are provided for students and their parents once every nine weeks, with interim reports given mid-way through the nine-week term. Teachers frequently phone homes, and/or use e-mail to keep parents abreast of student performance. Many parents have asked for and receive a weekly progress report which is circulated by either the administration or guidance and mailed to the parents. Whereas we operate as a total inclusion school, special care is used to monitor the progress of special needs students. Bi-weekly, the general education teacher provides an updated grade to a predetermined intervention specialist/special education teacher who in turn uses the result to provide specialized intervention and notify the student's parents if needed. Teachers are available for conferences with parents throughout the school year, which includes two preplanned parent-teacher conference nights.

Our guidance counselors meet with students individually to explain assessment results for standardized tests such as the PSAT and PLAN tests. The superintendent publishes a quarterly newsletter that is mailed to all residents in the district, keeping them updated on student achievements. We have a yearly academic awards assembly for underclassmen in which parents and community members are invited, and a senior awards ceremony in which seniors receive academic awards and scholarships. Administrators have been presenters at state conferences, presenting best practices that have enabled Struthers High School to be successful.

### **4. Sharing Success with Other Schools**

Struthers High School had implemented various programs that have contributed to its success. As aforementioned, we are a total inclusionary school. Our success with this has prompted numerous school districts to contact us and send teams to visit our school in an attempt to gain insight on the inclusionary practice. In addition, administrators and teachers (general education and intervention specialists/special education teachers) have been asked to sit on panels and explain the school's inclusion program. Monthly, our local Educational Service Center hosts Principal meetings in which the principals from the thirteen school districts in the county meet and discuss issues and programs that are used by respective schools. Also, as mentioned in communicating student performance, administrators have presented at state conferences in which the generalized theme and intent is to share best practices with other schools.

We will continue to share our successes with other school districts in the manners mentioned above. In addition, Struthers High School is one of seventy-five schools nationwide who have been selected to participate in a best practices network, which includes attending conferences nationwide.



## PART V – CURRICULUM AND INSTRUCTION

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### 1. Struthers High School Curriculum

Struthers High School provides students with a variety of coursework and educational programs that ensure that all students reach their academic potential. With approximately 64% of our students going on to either a two year or a four year college, the curricula is diverse so as to meet the needs of all students. There are four curriculum fields of study: Academic/College Preparatory, College Tech Prep, Technical Skill/Vocational and a General Education program that provides students the necessary foundation needed in the workplace, military, or other occupational choice. Post high school options actually begin in the middle school where the guidance counselor prepares students for entering high school. At the high school level, the guidance counselors continue working with students and parents to ensure the students needs and interests are met. The core curriculum areas at Struthers High School are science, math, social studies, and language arts, and students are required to obtain 21 credits for graduation.

The English Language Arts offerings include the required courses of English 9, English 10, English 11, and English 12. As part of our implementing inclusion and differentiation, each grade level of English consists of a General English, a regular English, and an Honors English, each of which cover the State of Ohio's benchmarks and content standards, but are taught in differing manners to accommodate varying learning styles and allow for different pacing. Language Art electives include semester and year-long classes in Public Speaking (I & II), Journalism (I, II, & III), Theatrical Arts, Mythology, Mass Media, and Yearbook development and layout.

Our mathematics curriculum is structured similar to our English/Language Arts curriculum, in that there are varying levels of the same course. Three years of mathematics are required for graduation. Our Algebra I classes are divided into three different levels: Level A, Level B, and Level C. All address the standards and benchmarks, but allow for inclusion, differentiation and proper pacing. We have three levels of Geometry: A, B, and Honors. Our Algebra II curriculum consists of an Algebra II class and an Honors Algebra II class. We also offer Integrated Math Concepts which reviews the benchmarks and standards required in the ninth and 10 grade and incorporates 11<sup>th</sup> grade benchmarks and standards. Our upper division math courses are Algebra III, Honors Trigonometry, Pre-Calculus and Calculus.

Our science curriculum provides students with choices that reflect their interest, post-graduation plans, and ability. All ninth grade students are required to take Integrated Science, and follow it in the tenth grade with Biology. Three years of science is required for graduation, and beginning in the eleventh grade, students may take Environmental Science, Chemistry I, or Anatomy & Physiology. In the twelfth grade, students may take Chemistry II or Physics. Many students opt to take more than one science in the eleventh and twelfth grades, and may graduate with up to 6 units of science.

Three units of Social Studies are required for graduation and include American History, Global Studies, and Principals of Democracy. Additional courses offered include Psychology, Sociology, Economics, and Contemporary Current Affairs.

Students are required to take one semester of Health and two semesters of Physical Education. In addition, we offer an alternate health class, Health & Wellness, which incorporates traditional health and physical fitness, and Strength and Conditioning classes which are semester classes in which the teacher tailors a fitness program for each individual student.

Our final required coursework lies in one unit of fine arts. We offer a year-long course of Band and semester classes of Marching Band and Concert Band. We also offer a year-long course of Choir and a year-long course entitled Show Choir, which emphasizes choreography, design and style. Our visual arts

department consists of year-long Art I & II, and semester classes in Computer Graphics, Ceramics & Sculpture, Photography & Printmaking, and Drawing & Painting.

We offer two foreign languages to our students. Four years of both Spanish and French are available, and nearly all of our incoming ninth graders enroll in one of the areas of study.

The remainder of our curricula encompasses Business, Technology, FACS (Family and Consumer Science), Radio I & II, and OWE (Occupational Work Experience). Business offerings consist of Accounting, Business Law, Marketing, and Entrepreneurship. Technology offerings consist of Survey of Technology, Informational Technology I & II, and Manufacturing Technology I & II. Our FACS offerings include Nutrition, Life Planning I & II. Struthers High school also has its own radio station which is run by students in both the Radio I and II classes. The students learn the history and basics of radio and radio station operations in Radio I and learn how to make and record demo tapes and public address announcements in Radio II. Air time is required for all students as part of a Lab.

Finally, many of our students opt to attend the Career Center in their junior year, either studying a technical field or a Tech Prep area. Many of the students who attend the Career Center continue with their education in a two-year or four-year college, a community college or a technical school.

## **2b. English/Language Arts Curriculum:**

While the requirements for high school graduation begin at the ninth grade level, our school district's seamless approach to curriculum allow the foundation for student success to be laid in the seventh and eighth grades in the manner of separate Language Arts courses and Reading. Upon entering the ninth grade, students are scheduled in the appropriate English 9 class, where the state standards and benchmarks are taught stressing writing skills, grammar, literature and comprehension. The materials used and the instructional strategies used are then district and teacher dependent. The same process continues throughout the tenth, eleventh and twelfth grades. At the completion of each year, the students achievement is assessed to assure proper placement for the next school year. Ninth grade English, designed to align with the State of Ohio Academic Content Standards, emphasizes writing, grammar, and work with various genres of literature, including short stories, poetry, non-fiction, drama and the novel. Enhancement of other skills including library and research skills, public speaking, oral communication, and independent reading are also part of the course of study. Tenth grade English focuses on American Literature and composition skills, and is designed to acquaint students with aspects of American Literature such as poetry, fiction, non-fiction, and drama. Students read several novels and also continue developing their writing skills. Emphasis is centered on helping students learn to express themselves as writers, to convey information, to persuade, and to express themselves in a creative manner. Eleventh grade English combines the study of research techniques and English Literature. Students receive hands-on experience in all phases of the research writing process: Selecting a research topic, preliminary outlining, keeping source cards, taking and organizing notes, avoiding plagiarism, proper attribution of sources, writing a rough draft, revising and editing, compiling a works cited page, and completion of the research paper. Students study English Literature and become familiar with English poetry, fiction, non-fiction and drama. Various movements, ideas, values, and literary techniques characteristic to English Literature are explored. Finally, Twelfth grade English acts a culmination of the previous three years of English. Emphasis is placed on honing skills previously acquired and include a variety of activities that promote effective communications and appreciation of literature. Research writing is reviewed and expanded upon, and a Senior Research paper is required of all students. In addition, a variety of literature is studied, designed to enhance understanding of various literary techniques. Areas of study in the course may include multi-cultural literature, and classic and contemporary novels. Journaling is incorporated into all English classes as a method of honing thinking skills and written expression.

As mentioned earlier, we also have a number of elective English courses that students may take. In Journalism, students learn the process of publishing a school newspaper, from gathering the news to desktop publishing. Another elective offered is Hopewell (the title of our yearbook) and is designed to produce the school yearbook. Students may also take courses that focus on a particular area. Mythology, Mass Media, Public Speaking I & II, and Theatrical Arts are semester class offered to all students.

Students who experience difficulty with reading skills and/or read below grade level are provided with intervention to help improve their skills. We have one intervention teacher who works with all of the English classes and will provide struggling students with interventions that may include reading while listening to a recording of the material being read to them, vocabulary development, and assistance with comprehension. Computers are in every teachers classroom, and programs are available to assist students in improving their reading skills. Our having a General English class at every grade level affords us the opportunity to provide greater assistance to students needing to improve.

### **3. Other Curriculum Area -Science**

The Science curriculum has been designed to provide students with a well rounded exposure to biological, chemical and physical sciences. The goal is to not only provide students with a foundation for further study in college, but to provide all students with a foundation and understanding of science needed for life. Our ninth and tenth grade courses are required by all students and closely align with the Ohio Content Standards. In the eleventh grade year, students diversify: Students may take courses in Chemistry, Physics and Anatomy and Physiology and Environmental Science, depending on their interest and post-graduation plans. Anatomy and Physiology is an in-depth study of the human body and has a lab component which includes microscopy and dissection. Environmental Science interweaves basic environmental dynamics (environmental makeup, populations, succession, cycles) with existing environmental issues such as pollution, landfills and landfill recovery, ozone depletion, global warming, and endangered species. The class is explored from a scientific, historic, political and social viewpoint, and incorporates current events and affairs that are environmentally based. Students use technology to explore environmental issues, and much of the class is project based.

An underlying theme in all of the science classes is integration with other curricular areas. Readings, both in-class and outside, are incorporated to enhance reading comprehension skills. Writing, including expression of ideas is also used a teaching strategy, and allows students to improve their writing and critical thinking skills. Developing and presenting projects helps students improve their technology skills and public speaking skills. A requirement of the Physics students is to work in small groups and design and build a canoe out of cardboard. The students then compete with other area high schools in a Physics regatta held at Youngstown State University in the spring. The students design and development of the canoes are then put to a variety of tests, which includes racing other canoes in water and determining the maximum weight each canoe can hold before sinking. This event not only affords students the opportunity to apply the Physics concepts they have learned, but also requires students to work collaboratively and promotes social skills. Whereas the mission of the school is to provide students with an opportunity to foster success in life management, career, and community involvement, we believe that the thematic manner in which the science courses are taught, provides opportunities for students to build and enhance essential skills.

### **4. Instructional Methods**

Knowing that students possess different learning styles, our teachers use a variety of teaching tools and strategies to make certain all students learn. Teachers use cooperative learning groups, hands-on learning, application, project based learning, in conjunction with a vast array of technology. Many of our teachers, including all Math and Science teachers, have Smart Boards in their classrooms and use them as part of their daily presentation of lessons. Every classroom also has four computers for student use, and teachers

frequently take their entire class into one of the computer labs as part of their instructional strategy. Student projects are often used as a form of exploratory learning, and include student power point presentations. Teachers units and lessons are developed using concepts associated with Bloom's Taxonomy, with the ultimate goal of having students think critically and apply, analyze, synthesize and evaluate what they have learned.

The fact that we are an inclusionary school with many classes having two teachers, affords us the opportunity to team teach. The intervention specialist not only assists students as needed, but also works collaboratively with the general education teacher to develop lessons and help implement the instruction.

## **5. Professional Development**

The Struthers City School District has taken a holistic approach to professional development to insure seamless delivery of activities and programs throughout the year. In planning professional development, the administrative staff looks at professional development designed to improve instruction to insure success for all students. At the onset of each school year, two full days of professional development are planned for the entire school district teaching staff. A theme is developed by the administration team and the activities are centered around that theme. In addition, there are two waiver days each year used for professional development, and each month, the high school has a professional meeting of one hour in which professional development is provided. Professional development Teachers have been given professional development in Authentic Assessment, Differentiation, Inclusion in the Classroom, Backward Design, Utilizing Technology in the Classroom, Utilizing Smartboards, Analyzing Data for Student Learning, Baldrige Principals, Diversity and Cultural Sensitivity, and, Developing and Using Rubrics. In addition, the Struthers City School District has it's own summer institute in which teachers may attend and receive college credit, and beginning in March 2006, the school district is offering the Wildcat Institute for Professional Development. The goal of the institute is to offer professional development within the context of Interventions Across the Curriculum. Six sessions are offered, each lasting two and one-half hours, and each having a specific focus.

Our county's Educational Service Center offers numerous workshops and seminars for staff, including workshops with emphasis on reading, mathematics, science, and writing. In addition, they assist us with professional development sessions that we provide for the teachers.

Finally, our Special Services Department has received numerous grants which provide money for professional development. The professional development is not just for teachers certified in Special Education and Intervention Specialists, but incorporates all staff in an attempt to insure all students learn.

## **PART VII - ASSESSMENT RESULTS**

### **STATE CRITERION-REFERENCED TEST**

Subject **Reading** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2005** Publisher **Ohio Department of Education**

<b>SCHOOL NAME</b>		STRUTHERS HIGH SCHOOL				
<b>GRADE LEVEL</b>		9TH				
<b>SUBJECT</b>		<b>SCHOOL YEAR</b>				
		<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b>SCHOOL SCORES</b>						
	Accelerated					
	Advanced					
	Proficient	95%	98%	90%		
	Basic	5%	2%	10%		
	Below Basic					
	# students tested	168	185	185		
	total students tested			100%		
	# students alternatively assessed	0	0	1		
	students alternatively assessed	0%	0%			
<b>SUBGROUP SCORES</b>						
<b>WHITE</b>						
	Accelerated					
	Advanced					
	Proficient	94%	98%	89%		
	Basic	6%	2%	11%		
	Below Basic					
	# students tested	162	175	179		
<b>AFRICAN-AMERICAN/BLACK</b>						
	Accelerated					
	Advanced					
	Proficient	NC	NC	NC		
	Basic	NC	NC	NC		
	Below Basic					
	# students tested	<10	<10	<10		
<b>HISPANIC/LATINO</b>						
	Accelerated					
	Advanced					
	Proficient	NC	NC	NC		
	Basic	NC	NC	NC		
	Below Basic					
	# students tested	<10	<10	<10		
<b>ASIAN/PACIFIC ISLANDER</b>						
	Accelerated					
	Advanced					

	Proficient	n/a	n/a	n/a
	Basic	n/a	n/a	n/a
	Below Basic			
	# students tested	0	0	0
<b>AMERICAN INDIAN/NATIVE ALASKAN</b>				
	Accelerated			
	Advanced			
	Proficient	NC	NC	NC
	Basic	NC	NC	NC
	Below Basic			
	# students tested	<10	<10	<10
<b>MULTIRACIAL</b>				
	Accelerated			
	Advanced			
	Proficient	n/a	NC	NC
	Basic	n/a	NC	NC
	Below Basic			
	# students tested	0	<10	<10
<b>ECONOMIC DISADVANTAGE</b>				
	Accelerated			
	Advanced			
	Proficient	93%	98%	88%
	Basic	7%	2%	12%
	Below Basic			
	# students tested	92	107	123
<b>STUDENTS WITH DISABILITIES</b>				
	Accelerated			
	Advanced			
	Proficient	NC	NC	57%
	Basic	NC	NC	43%
	Below Basic			
	# students tested	<10	<10	21
<b>LIMITED ENGLISH PROFICIENT</b>				
	Accelerated			
	Advanced			
	Proficient	n/a	n/a	n/a
	Basic	n/a	n/a	n/a
	Below Basic			
	# students tested	0	0	0

- Grade 9 Reading Proficiency Test taken at the 10<sup>th</sup> grade

The table above reflects Ohio's assessment categories and terminology. It does not include information on exempt students.

In areas where information is not provided, NC, subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report

# STATE CRITERION-REFERENCED TEST

Subject **Math** Grade **9** Test **Ohio Proficiency Test**

Edition/Publication Year **2005** Publisher **Ohio Department of Education**

SCHOOL NAME		STRUTHERS HIGH SCHOOL							
GRADE LEVEL		9TH							
SUBJECT		MATHEMATICS							
SCHOOL SCORES		SCHOOL YEAR							
		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005			
	Accelerated								
	Advanced								
	Proficient						80%	81%	84%
	Basic						20%	19%	16%
	Below Basic								
	# students tested	168	184	185					
	total students tested			100%					
	# students alternatively assessed	0	0	1					
	students alternatively assessed	0%	0%						
SUBGROUP SCORES									
WHITE									
	Accelerated								
	Advanced								
	Proficient						79%	82%	84%
	Basic						21%	18%	16%
	Below Basic								
	# students tested	162	174	179					
AFRICAN-AMERICAN/BLACK									
	Accelerated								
	Advanced								
	Proficient						NC	NC	NC
	Basic						NC	NC	NC
	Below Basic								
	# students tested	<10	<10	<10					
HISPANIC/LATINO									
	Accelerated								
	Advanced								
	Proficient						NC	NC	NC
	Basic						NC	NC	NC
	Below Basic								
	# students tested	<10	<10	<10					
ASIAN/PACIFIC ISLANDER									
	Accelerated								
	Advanced								
	Proficient						n/a	n/a	n/a
	Basic						n/a	n/a	n/a

	Below Basic			
	# students tested	0	0	0
<b>AMERICAN INDIAN/NATIVE ALASKAN</b>				
	Accelerated			
	Advanced			
	Proficient	NC	NC	NC
	Basic	NC	NC	NC
	Below Basic			
	# students tested	<10	<10	<10
<b>MULTIRACIAL</b>				
	Accelerated			
	Advanced			
	Proficient	n/a	NC	NC
	Basic	n/a	NC	NC
	Below Basic			
	# students tested	0	<10	<10
<b>ECONOMIC DISADVANTAGE</b>				
	Accelerated			
	Advanced			
	Proficient	77%	79%	78%
	Basic	23%	21%	22%
	Below Basic			
	# students tested	92	107	123
<b>STUDENTS WITH DISABILITIES</b>				
	Accelerated			
	Advanced			
	Proficient	NC	NC	38%
	Basic	NC	NC	62%
	Below Basic			
	# students tested	<10	<10	21
<b>LIMITED ENGLISH PROFICIENT</b>				
	Accelerated			
	Advanced			
	Proficient	n/a	n/a	n/a
	Basic	n/a	n/a	n/a
	Below Basic			
	# students tested	0	0	0

- Grade 9 Reading Proficiency Test taken at the 10<sup>th</sup> grade

The table above reflects Ohio's assessment categories and terminology. It does not include information on exempt students.

In areas where information is not provided, NC, subgroups do not comprise sufficient numbers (10 or more) to be part of the state's assessment report.



# STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2005** Publisher **Ohio Department of Education**

GRADE LEVEL	OGT					
SUBJECT	READING	SCHOOL YEAR				
STATE SCORES		2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
	Advanced	28.2%	26.6%			
	Accelerated	35.7%	26.0%			
	Proficient	28.1%	25.9%			
	Basic	5.0%	10.0%			
	Below Basic	3.1%	11.5%			
		100%	100%			

GRADE LEVEL	OGT					
SUBJECT	READING	SCHOOL YEAR				
STATE SCORES		2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
	% At or Above Below Basic	100%	100%			
	% At or Above Basic	97%	89%			
	% At or Above Proficient	92%	79%			
	% At or Above Accelerated	64%	53%			
	% At Advanced	28%	27%			

	2004-2005	2003-2004
Testing Month	March	March
<b>SCHOOL SCORES</b>		
% At or Above Limited	100	100
% At or Above Basic	99	97
% At or Above Proficient	98	87
% At or Above Accelerated	56	57
% At Advanced	21	26
Number of students tested	123	165
Percent of total students tested	100	100
Number of students alternatively assessed	1	3
Percent of students alternatively assessed	< 1	<1

## SUBGROUP SCORES

### 1. Students with disabilities

- % At or Above Limited
- % At or Above Basic
- % At or Above Proficient
- % At or Above Accelerated

% At Advanced		
Number of students tested	<10	<10
2. White		
% At or Above Limited	100	100
% At or Above Basic	95	97
% At or Above Proficient	93	87
% At or Above Accelerated	76	58
% At Advanced	34	26
Number of students tested	121	158
3. Economically Disadvantaged	61	86
% At or Above Limited	100	100
% At or Above Basic	99	91
% At or Above Proficient	97	84
% At or Above Accelerated	70	68
% At Advanced	29	30
Number of students tested	61	86

#### STATE SCORES

% At or Above Limited	100	100
% At or Above Basic	97	89
% At or Above Proficient	92	79
% At or Above Accelerated	64	53
% At Advanced	28	27

#### STATE CRITERION-REFERENCED TEST

Subject **Math** Grade **10** Test **Ohio Graduation Test**

Edition/Publication Year **2005** Publisher **Ohio Department of Education**

GRADE LEVEL	OGT					
SUBJECT	MATHEMATICS	SCHOOL YEAR				
STATE SCORES		2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
	Advanced	27.4%	17.5%			
	Accelerated	25.7%	20.0%			
	Proficient	28.5%	30.9%			
	Basic	10.8%	14.8%			
	Below Basic	7.5%	16.8%			
		100%	100%			

GRADE LEVEL	OGT					
SUBJECT	MATHEMATICS	SCHOOL YEAR				
STATE SCORES		2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
	% At or Above Below Basic	100%	100%			
	% At or Above Basic	92%	83%			
	% At or Above Proficient	82%	68%			
	% At or Above Accelerated	53%	38%			
	% At Advanced	27%	18%			

	2004-2005	2003-2004
Testing Month	March	March

#### SCHOOL SCORES

% At or Above Limited	100	100
% At or Above Basic	98	90
% At or Above Proficient	90	78
% At or Above Accelerated	57	32
% At Advanced	30	15
Number of students tested	123	165
Percent of total students tested	100	100
Number of students alternatively assessed	1	3
Percent of students alternatively assessed	<1	<1

#### SUBGROUP SCORES

##### 1. Students with disabilities

% At or Above Limited		
% At or Above Basic		
% At or Above Proficient		
% At or Above Accelerated		
% At Advanced		
Number of students tested	<10	<10

##### 2. White

% At or Above Limited	100	100
% At or Above Basic	97	91
% At or Above Proficient	76	80
% At or Above Accelerated	46	34
% At Advanced	19	16
Number of students tested	123	158

##### 3. Economically Disadvantaged

% At or Above Limited	100	100
% At or Above Basic	95	96

% At or Above Proficient	67	70
% At or Above Accelerated	38	40
% At Advanced	11	9
Number of students tested	61	86

#### STATE SCORES

% At or Above Limited	100	100
% At or Above Basic	91	83
% At or Above Proficient	80	68
% At or Above Accelerated	51	38
% At Advanced	26	18

SCHOOL NAME		STRUTHERS HIGH SCHOOL				
GRADE LEVEL		9TH				
SUBJECT		MATHEMATICS				
SCHOOL SCORES		SCHOOL YEAR				
		2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
	Accelerated					
	Advanced					
	Proficient	80%	81%	84%		
	Basic	20%	19%	16%		
	Below Basic					
	# students tested	168	184	185		
	total students tested			100%		
	# students alternatively assessed	0	0	1		
	students alternatively assessed	0%	0%			
SUBGROUP SCORES						
WHITE						
	Accelerated					
	Advanced					
	Proficient	79%	82%	84%		
	Basic	21%	18%	16%		
	Below Basic					
	# students tested	162	174	179		
AFRICAN-AMERICAN/BLACK						
	Accelerated					
	Advanced					
	Proficient	NC	NC	NC		
	Basic	NC	NC	NC		
	Below Basic					
	# students tested	<10	<10	<10		
HISPANIC/LATINO						
	Accelerated					
	Advanced					
	Proficient	NC	NC	NC		
	Basic	NC	NC	NC		
	Below Basic					
	# students tested	<10	<10	<10		

ASIAN/PACIFIC ISLANDER					
	Accelerated				
	Advanced				
	Proficient	n/a	n/a	n/a	
	Basic	n/a	n/a	n/a	
	Below Basic				
	# students tested	0	0	0	
AMERICAN INDIAN/NATIVE ALASKAN					
	Accelerated				
	Advanced				
	Proficient	NC	NC	NC	
	Basic	NC	NC	NC	
	Below Basic				
	# students tested	<10	<10	<10	
MULTIRACIAL					
	Accelerated				
	Advanced				
	Proficient	n/a	NC	NC	
	Basic	n/a	NC	NC	
	Below Basic				
	# students tested	0	<10	<10	
ECONOMIC DISADVANTAGE					
	Accelerated				
	Advanced				
	Proficient	77%	79%	78%	
	Basic	23%	21%	22%	
	Below Basic				
	# students tested	92	107	123	
STUDENTS WITH DISABILITIES					
	Accelerated				
	Advanced				
	Proficient	NC	NC	38%	
	Basic	NC	NC	62%	
	Below Basic				
	# students tested	<10	<10	21	
LIMITED ENGLISH PROFICIENT					
	Accelerated				
	Advanced				
	Proficient	n/a	n/a	n/a	
	Basic	n/a	n/a	n/a	
	Below Basic				
	# students tested	0	0	0	

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